

**HARVARD**  
School of Public Health

**NPR/Robert Wood Johnson Foundation/Harvard School of Public Health**

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**Education and Health in Schools: A Survey of Parents**

**Summary**

**September 2013**

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## **Education and Health in Schools**

The survey was conducted August 6-September 8, 2013. The survey sample consisted of 1,368 adults who said they were one of the people in the household most knowledgeable about the education of a randomly-chosen child in the household who attended a public or public charter school in grades K-12 during the school year ending in May or June 2013. In this report, we refer to this group of respondents as “parents” because 87% of respondents were parents or stepparents of the child, but the total group also includes grandparents and other relatives who say they are one of the people in the household most knowledgeable about the child’s education. All differences noted in the text are statistically significant.

### **PART ONE: EDUCATION**

#### *I. GRADING THE SCHOOLS*

***Most parents give schools high grades; African Americans less likely to do so.***

Despite the concerns of many experts about the performance of American schools, most parents rate their schools highly. When asked to grade the school the child attends, a strong majority of parents (82%) give the school an A (41%) or a B (41%). About one in six (17%) give the school a C (14%), D (2%) or F (1%) rating. These results are very similar to other recent polls. One-third of African Americans (33%) give a C, D or F rating to their child’s school, significantly more than whites (15%) or Hispanics (14%). Surprisingly, there is no significant difference between the proportion of lower income and upper income parents who give A or B to their child’s school.

#### *II. CURRICULUM*

***Fewer parents say key curriculum topics getting too little emphasis than eight years ago, but some still see important areas neglected.***

In 2005 Gallup\* asked parents to say whether their child’s school was giving too little, too much or just the right amount of emphasis to a number of key curriculum areas. The current survey asked the same question and found that in four areas, parents were less likely to say that the schools were giving too little emphasis than eight years ago. The greatest change was seen in math, where nearly a third (31%) said the school gave too little emphasis in 2005, while less than half that (15%) say so today. Significant changes are also seen in physical education (35% in 2005, 25% in 2013), science (31% in 2005, 23% in 2013), and preparing for standardized tests (24% in 2005, 11% in 2013). In only one area asked about in both surveys – arts and music – does the proportion of parents saying too little emphasis remain virtually unchanged (32% in 2005, 28% in 2013).

In the current survey, more than one in five say their child’s school gives too little emphasis in four areas: arts and music (28%), physical education (25%), technology and computers (24%), and science (23%). One in five (20%) say the school puts too much emphasis on preparing for state standardized tests.

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\* Gallup poll, August 8-11, 2005.

Parents' perceptions about whether schools are giving appropriate emphasis to different areas vary by the grade level of their child. About three in ten (29%) parents with children in grades K-5 say the school does not give enough emphasis to science, significantly more than those with children in grades 6-8 (15%) or 9-12 (18%). About one in six respondents with children in grades 6-8 (16%) and 9-12 (19%) say the school puts too little emphasis on English, reading and writing, compared to fewer than one in ten (9%) of parents of K-5 students who say so.

Areas of Curriculum That Parents Say Get Too Little Emphasis from Child's School						
	Total	Student grade level K-5	Student grade level 6-8	Student grade level 9-12	School grade A-B	School grade C-F
Arts/music	28%	25%	30%	31%	26%	35%
PhysEd	25%	22%	26%	29%	23%	34%
Computers/tech	24%	23%	23%	26%	21%	36%
Science	23%	29%	15%	18%	19%	40%
Math	15%	15%	12%	17%	10%	37%
English/reading/writing	14%	9%	16%	19%	9%	33%
Test prep	11%	12%	10%	11%	8%	27%

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Parents who give the school a C, D or F rating are more likely than those who give the school an A or B to say that it gives too little emphasis across all aspects of the curriculum. Parents who give their school a low grade are equally likely to say that the school gives too much (27%) or too little (27%) emphasis to standardized test preparation. Only about four in ten (39%) of these parents say that the school gives the right amount of emphasis to standardized test preparation, significantly lower than two-thirds (67%) who say so among parents who give their school a A or B grade overall.

In addition, white parents were more likely than African American or Hispanic parents to say that schools put too much emphasis on test preparation (24% versus 15% and 16%).

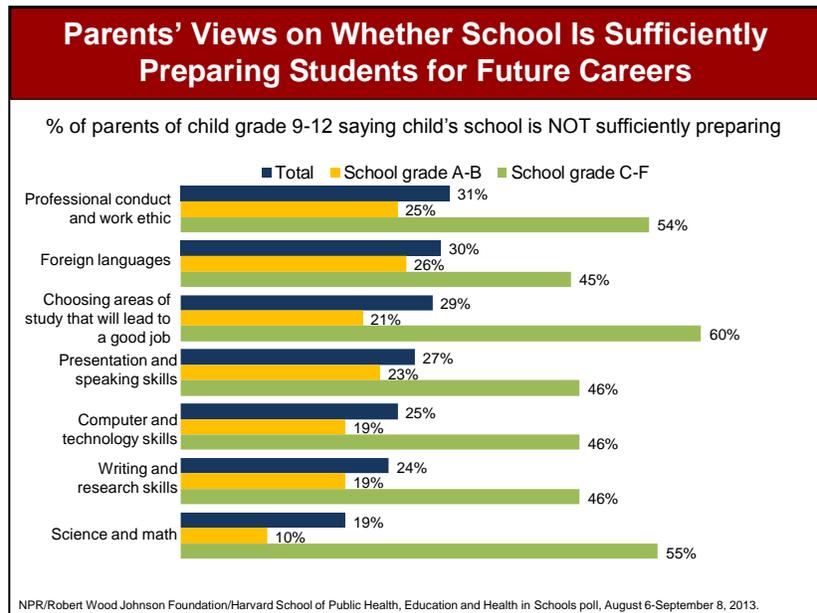
### III. CAREER PREPARATION

***Many parents think schools not preparing students who will not attend college for workforce.***

About four in ten (42%) think their child's school does not prepare students who choose not to go to college to enter the workforce. Parents were more likely to say this if their child was a girl (49%) than a boy (37%). They are less likely to say this if their child attended an agricultural/vocational/technical school (26%) than other high schools (45%). Compared to the number of parents saying the school does not prepare students to enter the workforce immediately following high school, only half as many parents (21%) think the school their child attended does not sufficiently prepare students for college.

***Some see failure to prepare students for future careers.***

The survey asked parents of students in grade 9-12 whether their child's school was sufficiently preparing that child for their future career in a number of ways. About three in ten parents do not think the school is preparing their child sufficiently when it comes to professional conduct and work ethic (31%), foreign languages (30%), and choosing areas of study that would lead to a good job (29%). About a quarter think the school is not sufficiently preparing their child when it comes to presentation and speaking skills (27%), computer and technical skills (25%), and writing and research skills (24%). Just under one in five (19%) say the schools are not giving sufficient preparation in science and math.



***Parents who give schools poor grades much more likely to see failures to prepare students.***

Parents who gave their child's school a C, D or F grade are more likely to say the school is not preparing students for future careers in every way mentioned than parents who give the school an A or B. A majority of parents (60%) who give low grades say that the schools are not preparing students sufficiently when it comes to choosing areas of study that will lead to a good job, compared to one in five (21%) of parents who give their child's school an A or B. A similar number (55%) of parents who give a C, D or F rating to the school say the school fails to sufficiently prepare students in science and math, much higher than the one in ten (10%) of high-grading parents who do so. A majority (54%) of parents giving a C, D, or F grade also say their child's school fails to sufficiently prepare students in professional conduct and work ethic, compared to a quarter (25%) of parents who give their schools high grades.

***Majority of students plan to go to college, but differences by sex.***

When parents of students in grades 9-12 are asked about their child's plans for after high school, nearly two-thirds (63%) say their child will attend a four-year college. About one in seven (14%) said they will go to a two-year college, and fewer than one in ten say they will enter a technical training program (7%), get a job (5%), or join the military (4%). Parents of girls are more likely to say their child would be going to a four year college (69%) than parents of boys (55%).

#### IV. COMMON CORE

##### ***Large numbers unaware of new common core standards; African Americans and Hispanics more optimistic about potential effect.***

The survey asked parents about their awareness of the “Common Core”, a set of standards that is being adopted in many states for what students in all schools need to learn in each grade. About four in ten (42%) parents report having heard nothing at all about the Common Core. Just under six in ten (57%) have heard about the Common Core, including about a quarter (23%) saying they have heard a lot. One-third (33%) say their child’s school has adopted the standards. The majority of these (88%) are very or somewhat confident that the school will be able to implement the Common Core standards successfully.

Among those who say the school has adopted the Common Core, almost half (47%) say the standards will improve education at the school, while fewer than one in ten (7%) say it will worsen education. About four in ten (38%) think the standards won’t make much difference. About two-thirds of African Americans (68%) and Hispanics (66%) think the Common Core standards will improve education in their child’s school, significantly more than the proportion of whites who think so (38%).

#### V. VALUES

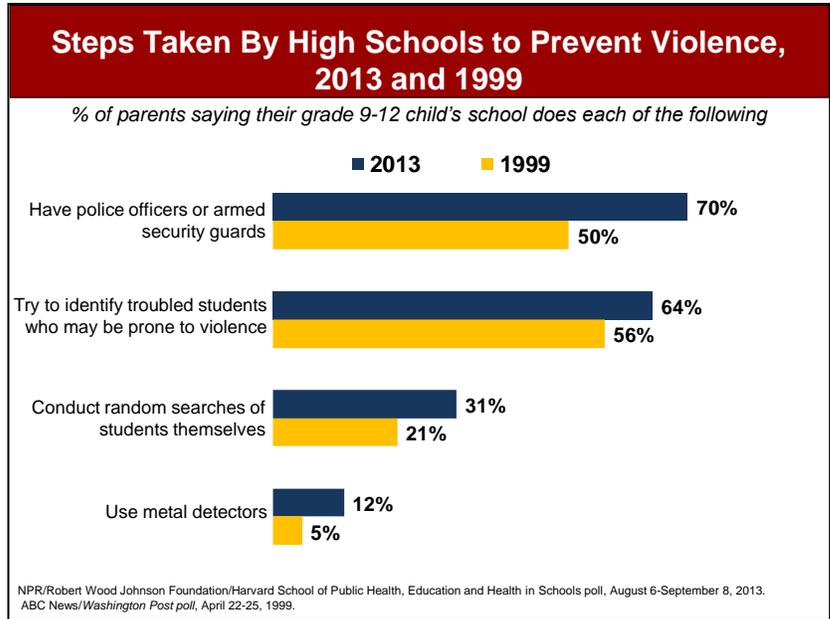
##### ***Belief that school values differ from those taught at home varies by race and overall assessment of school.***

About a quarter (24%) of parents say the values taught by their child’s school are dissimilar to those taught at home, while about three-quarters (73%) of parents say their child’s school teaches values very or somewhat like those they teach at home. This perception varies significantly by race. About four in ten (42%) African American parents say their child’s school teaches values dissimilar to the ones taught at home, significantly more than white (21%) or Hispanic (22%) parents who say so. In addition, half (50%) of parents who give their school a C, D or F grade say the school teaches dissimilar values, while only one in five (19%) of those who give their child’s school an A or B grade say so.

VI. SCHOOL SECURITY

**Parents report more high schools taking certain security precautions now than in 1999.**

An ABC News/Washington Post poll conducted in 1999 shortly after the Columbine shootings asked parents of high school students about six steps their child’s school might take to prevent violence there. In four areas – trying to identify troubled students, having police officers or armed security guards, conducted random searches of students themselves, and using metal detectors – the current poll finds more parents of students in grades 9-12 reporting that their child’s school does these things to prevent violence. In the two other areas – providing effective counseling and conducting random searches of student lockers – the proportion of parents saying their child’s school does this remains nearly unchanged.



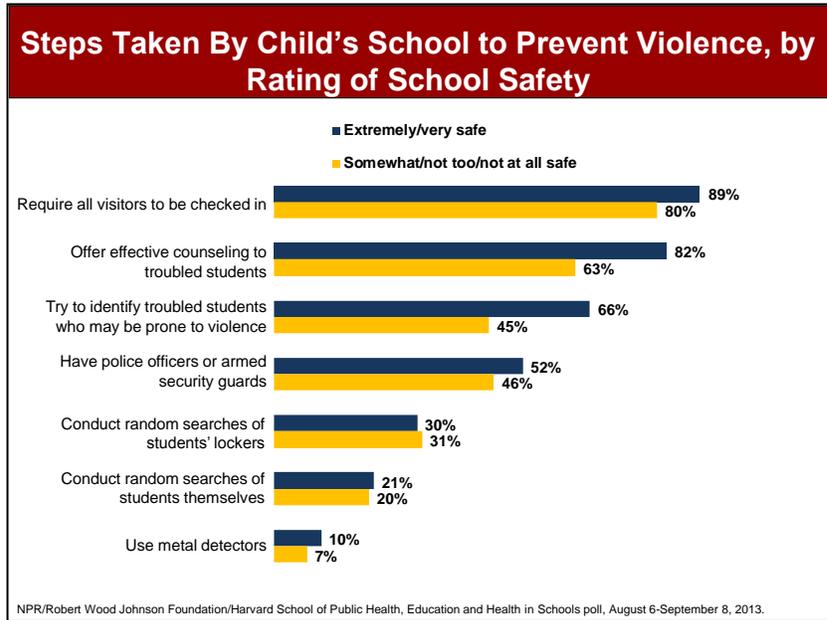
Majorities of parents in the current survey report that their child’s school requires visitors to be checked in by a school official (87%), offers effective counseling and other assistance to troubled students (76%), and tries to identify students who may be prone to violence (60%).

	2013		
	Grades K-5	Grades 6-8	Grades 9-12
Require all visitors to be checked in	88%	87%	85%
Offer effective counseling to troubled students	73%	81%	79%
Try to identify troubled students who may be prone to violence	57%	62%	64%
Have police officers or armed security guards on patrol	32%	62%	70%
Conduct random searches of students' lockers	15%	37%	47%
Conduct random searches of students themselves	13%	23%	31%
Use metal detectors at school entrances	7%	9%	12%

NPR/Robert Wood Johnson Foundation/Harvard School of Public Health, Education and Health in Schools poll, August 6-September 8, 2013.

Smaller numbers report that the schools have police officers or armed security guards on patrol (50%), conducting random searches of students’ lockers (30%) and conduct random searches of students themselves (21%). Just under one in ten (9%) reports that their child’s school uses metal detectors at school entrances. Parents of students in grades 9-12 were much more likely than parents of children in lower grades to report schools taking a number of these steps to prevent violence.

When asked to rate the overall safety of their child's school, almost three-quarters of parents (72%) say that the school their child attended is extremely or very safe, while just over a quarter (27%) say it is somewhat, not very or not at all safe. About one in five (19%) say that the level of security is too low. Almost six in ten (57%) of parents who give their child's school an overall grade of C, D or F say that their child's school somewhat/not very/not at all, much more than the one-fifth (21%) of parents who give their school a high overall grade who say so. Four in ten African



American parents (40%) say their child's school is somewhat/not very/not at all safe, more than about one in four white parents (23%) who do. About eight in ten (81%) parents in households with incomes of \$75,000/year or more say their child's school is extremely/very safe, significantly more than the number of parents with households incomes under \$25,000/year who say so (65%).

Those parents who rate their child's school as extremely/very safe are more likely than parents who rate their child's school as somewhat/not too/not at all safe to report that the school requires visitors to be checked in (89% versus 80%), offers effective counseling to troubled students (82% versus 63%) and tries to identify troubled students who may be prone to violence (66% versus 45%). Parents who rate their child's school as extremely/very safe were statistically no more likely than parents who rate the safety of their child's school lower to say that the school had taken other steps to prevent violence, including having police or security guards, conducting random search of student's locker or students themselves, or using metal detectors.

***Majorities of parents with kids in K-8 saw school security increase after Newtown, CT shootings.***

Although parents of children in high school reported more security precautions taken by their child's school than parents of children in grades K-8, parents of children in the lower grade levels were more likely to report that school security had increased after the shooting in Newtown, CT last year. About six in ten parents of children in grades K-5 (62%) and 6-8 (57%) report their child's school increased security precautions after the shooting last winter, more than the four in ten (41%) parents of students in grades 9-12 who say their child's school did so.

***Some report safety issues in traveling to and from school.***

In addition, a quarter (25%) of parents say their child is somewhat safe from crime and violence while travelling to and from school, and fewer than one in twenty (4%) say their child is not too or not at all safe, while seven in ten (70%) parents say their child is very safe. Similarly, almost three in ten (27%) report that, when it comes to traffic, cars, lighting and other issues, their child is

somewhat safe travelling to and from school, and fewer than one in twenty say not too/not at all safe (4%). About seven in ten (69%) say their child is very safe when it comes to cars, traffic, lighting and other safety issues.

## *VII. BIGGEST PROBLEM*

### ***No consensus among parents about biggest school problem.***

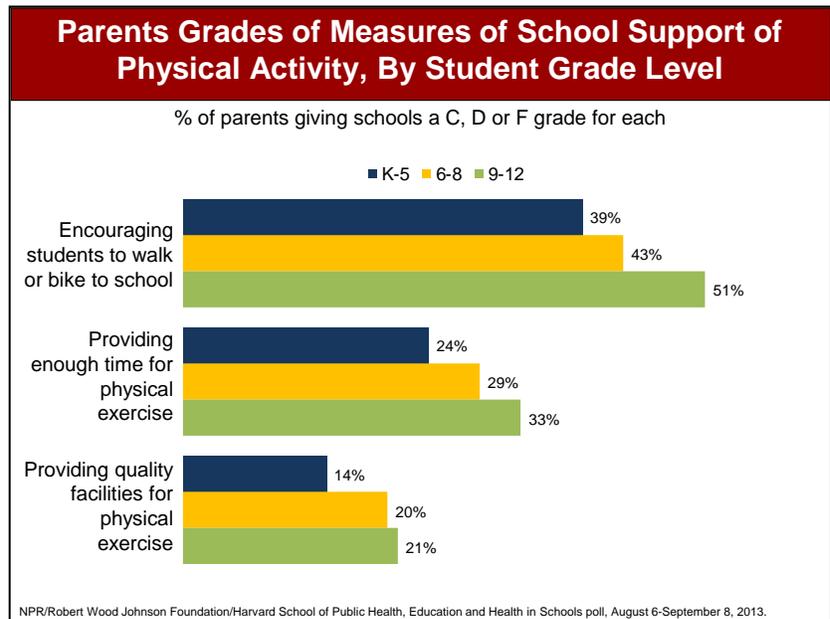
When parents are asked to describe in their own words the biggest problem in their child's school, no clear consensus emerges about which problem is the biggest. The top four problems, none of which were mentioned by more than one in ten parents, were problems with teachers (10%), lack of attention to individual students (9%), student behavior (8%), and problems with the school administration (7%). The lack of agreement among parents on a single identifiable problem in the schools may make education reforms difficult to implement at the school and district level. Among those who gave their school a C, D or F grade, the top problems were problems with teachers (18%) and administration (13%).

## PART TWO: HEALTH IN SCHOOLS

### VIII. PHYSICAL ACTIVITY

#### ***Significant numbers of parents give low grades to schools on supporting physical activity.***

When asked to grade their child's school on various ways in which it supports physical activity, about three in ten parents (28%) gave their child's school a C, D or F grade on providing enough time for physical education. Just over four in ten (44%) gave their child's school a C, D, or F grade on encouraging students to walk or bike to school by providing things like bike racks and crossing guards or offering incentive to students who walk or bike. Just under three in ten (18%) gave low grades to their child's school on providing quality facilities for physical exercise, like playgrounds, ball fields or basketball courts. Parents of students in grades 9-12 were more likely to give low grades on all three measures than parents of students in grades K-5.



#### ***Many parents report children not getting daily physical education.***

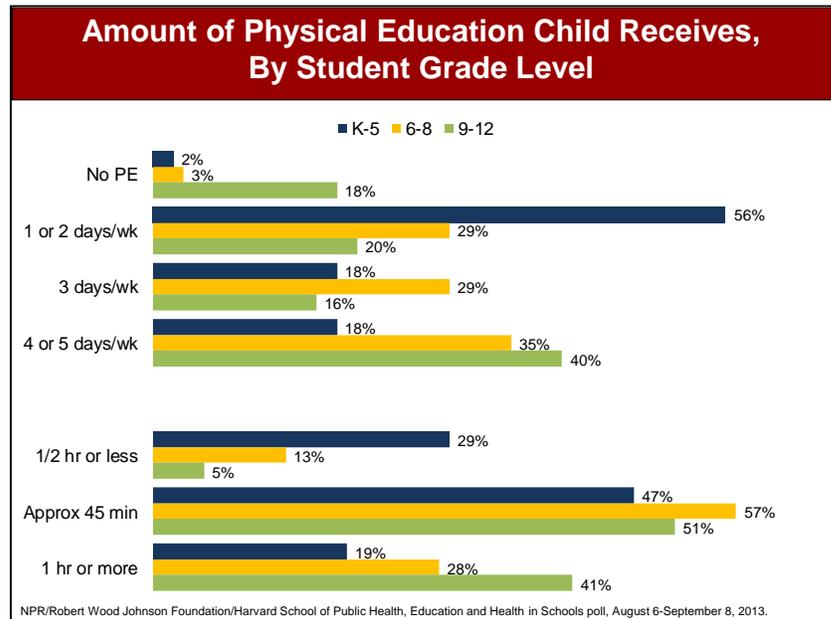
CDC guidelines<sup>†</sup> suggest that school should provide daily physical education instruction to students, but the survey finds just over a quarter of parents report their child meeting that standard. About half of parents (49%) report that their child took physical education three days (20%), four days (2%) or five days a week (27%), while just under half (46%) report their child has physical education just two days (24%) or one day (15%) a week, or does not take physical education at all (7%). About one in five (19%) report their child's physical education classes were a half-hour long or less, while half (50%) report PE was approximately forty-five minutes. Just over a quarter (27%) say the class was an hour or more.

CDC guidelines also recommend that students in grades K-5 get 150 minutes of physical education each week. Survey results indicate that many students are not getting this amount of physical education. More than half of parents of students in grades K-5 report just one or two days of physical education per week (56%), while less than one in five report daily physical education.

<sup>†</sup> Centers for Disease Control and Prevention, *School Health Guidelines to Promote Healthy Eating and Physical Activity*, January 2013. <http://www.cdc.gov/healthyyouth/npao/strategies.htm>.

About one in three parents of students in the lowest grade levels report that physical education classes were a half-hour or less (29%).

The total recommended amount of physical education for older students is greater: 225 minutes a week. Therefore, though parents of students in grades 6-8 and 9-12 are more likely to report their child having longer and more frequent physical education classes than in lower grades, many of these students are still not getting the recommended amount of physical education. Parents of students in grades 9-12 were also more likely to report their child does not take physical education at all (18%) than parents of children in K-5 (2%) or 6-8 (3%).



***Most recess still free time, and some students are going without.***

Some public health experts have suggested that offering structured games at recess could increase physical activity, while others suggest free play time is more developmentally appropriate. One in five (20%) parents of students in grades K-8 report that most of the time school offered structured games and physical activity at recess, while two-thirds (67%) report that recess was free time for children to play as they wish. About one in twelve (8%) don't have recess at all. Suburban parents are more likely to report no recess (15%) than urban parents (5%) or rural parents (4%).

In addition, about a third (32%) of parents report that the fields, playgrounds and other facilities at their child's school are only occasionally or never available for student use after school hours.

***IX. STRESS***

***About a third of students experienced a lot of stress from something school-related.***

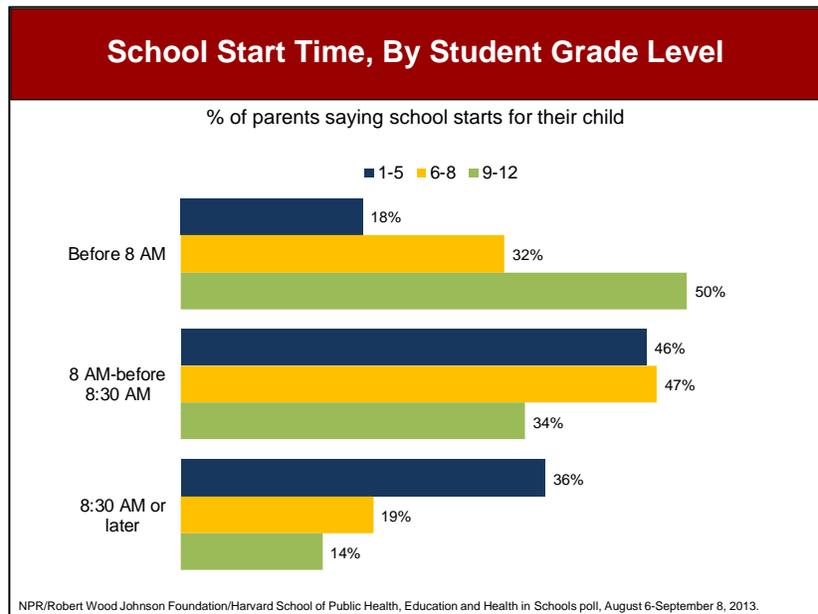
The survey asked parents whether their child had had stress over the last school year from a variety of potentially stressful school experiences. About a third (31%) say their child had experienced a lot of stress from at least one of these. Nearly four in ten parents (38%) with children in grades 9-12, and over a third (36%) of parents of children in grades 6-8 say their child experienced a lot of stress. Just over one in five (22%) parents of children in grades K-5 reported that their child had had a lot of stress, significantly less than the parents of children in higher grades. Homework was the leading source of stress, with 16% of parents saying their child had

experienced a lot of stress from the quantity of homework they needed to do. About one in four parents (24%) of high-school students say that homework caused their child a lot of stress.

*IX. SCHOOL START TIME*

**One-third of parents report school start time before 8 AM.**

A third (33%) of parents of students in grades 1-12 report that their child’s school day starts before 8 AM. Research suggests that early school start times are in conflict with sleep needs of adolescents.‡ Half (50%) parents of students in grades 9-12 report a school start time before 8 AM, with almost one in five (18%) reporting a start time before 7:30. These numbers are significantly higher than the number of parents of students in grades 1-8 reporting early start times.



of

*X. SCHOOL LUNCH*

**Lunch hour? Not quite.**

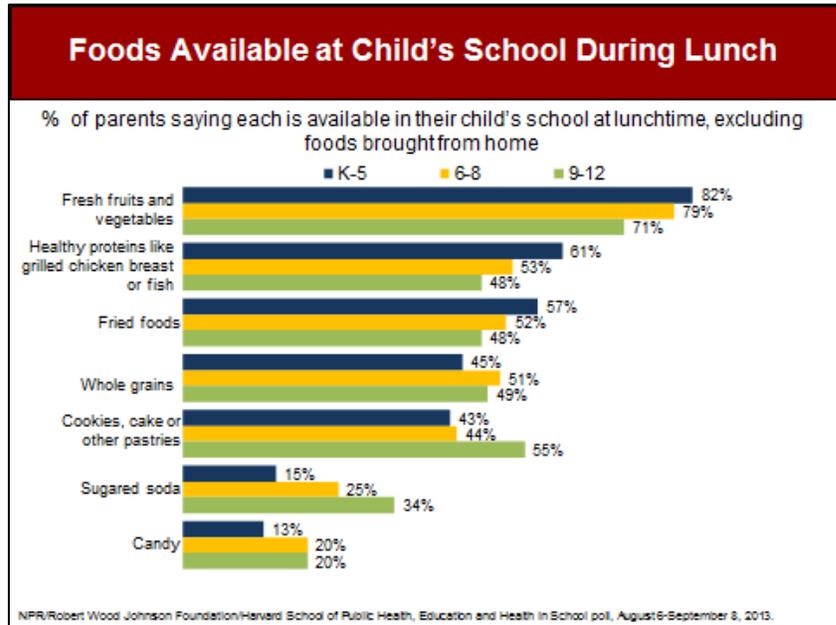
One in seven (14%) parents report their child is given fifteen minutes or less to eat lunch. The American Academy of Pediatrics§ recommends that students be allotted no less than 20 minutes to eat their lunch from the time they are seated with their meals. The majority of parents (64%) say their child is given between 16 and 30 minutes for lunch. One in five (20%) parents of students in grades K-5 say their child only gets fifteen minutes or less to eat, significantly more than parents of children in grades 6-8 (13%) or 9-12 (7%) who say so.

‡ Wahlstrom, K. (January 01, 2002). Changing times: findings from the first longitudinal study of later high school start times. *NASSP [National Association of Secondary School Principals] Bulletin*, 86, 633, 3-21.

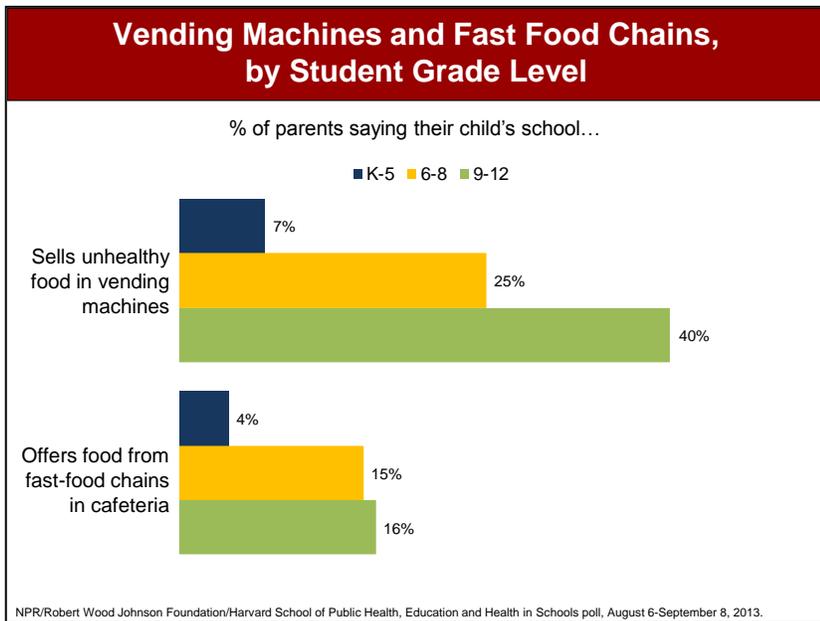
§ National Association of School Nurses (U.S.), & American Academy of Pediatrics. (2005). Health, mental health, and safety guidelines for schools. Scarborough, Me.: National Association of School Nurses.

**Parents report mix of healthy and unhealthy foods available for most students.**

While a large majority (72%) of parents report that they think the school lunch available in their child’s school is very or somewhat healthy, one in five (20%) say school lunch is very or somewhat unhealthy. Most parents (78%) report that fresh fruits and vegetables are usually available at school during the lunch hour. Around half of parents say healthy proteins like grilled chicken breast or fish (55%), whole grains like brown rice or whole wheat bread (53%), fried foods like French fries or fried chicken (48%) and cookies, cake or other pastries (47%) are available. Around one in five reports that sugared soda (23%) or candy (17%) are available to students. Similarly, about one in five (21%) report that their child’s school has vending machines that sold unhealthy foods. One in ten (10%) parents say their child’s school offers foods from fast-food chains in the cafeteria. Parents of students in higher grade levels



were more likely to report schools having unhealthy foods available in these ways than parents of children in lower grades.



	n=
Respondent race/ethnicity	
White Non-Hispanic	932
Black Non-Hispanic	144
Hispanic	193
Grade in school	
K-5	590
6-8	301
9-12	477
School rating	
A-B	1145
C-F	217
Child gender, grades 9-12 only	
Male	245
Female	229
School type, grades 9-12 only	
Agricultural/vocational/technical	64
Other regular	404
School rating, grades 9-12 only	
A-B	382
C-F	91
Respondent race/ethnicity, among those who have heard of common core and say it is being implemented in their child's school	
White Non-Hispanic	324
Black Non-Hispanic	50
Hispanic	58
School security	
Extremely/very safe	1019
Somewhat/not very/not at all safe	344
Household income	
<\$25K	211
\$25-49.9K	275
\$50-74.9K	209
\$75K+	574
School location, grades K-8 only	
Urban	184
Suburban	313
Small town	279
Rural	106

## **Methodology**

This poll is part of an on-going series of surveys developed by researchers at the Harvard Opinion Research Program (HORP) at the Harvard School of Public Health in partnership with the Robert Wood Johnson Foundation and NPR. The research team consists of the following members at each institution.

Harvard School of Public Health: Robert J. Blendon, Professor of Health Policy and Political Analysis and Executive Director of HORP; John M. Benson, Research Scientist and Managing Director of HORP; Kathleen J. Weldon, Research and Administrative Manager.

Robert Wood Johnson Foundation: Fred Mann, Associate Vice President, Communications; Carolyn Miller, Senior Program Officer, Research and Evaluation; and Ari Kramer, Communications Officer.

NPR: Anne Gudenkauf, Senior Supervising Editor, Science Desk; Joe Neel, Deputy Senior Supervising Editor, Science Desk; Vickie Walton-James, Deputy Senior Supervising Editor, National Desk; Matt Thompson, Editorial Product Manager.

Interviews were conducted via telephone (including both landline and cell phone) by SSRS of Media (PA), August 6 – September 8, 2013, among a nationally representative sample of 1368 adults who said they were one of the people in their household most knowledgeable about the education of the children in the household who attended a public school or public charter school in grades K-12 during the school year ending in May or June 2013. The interviews were conducted in English and Spanish. The margin of error for total respondents is +/-3.5 percentage points at the 95% confidence level.

Possible sources of non-sampling error include non-response bias, as well as question wording and ordering effects. Non-response in telephone surveys produces some known biases in survey-derived estimates because participation tends to vary for different subgroups of the population. To compensate for these known biases and for variations in probability of selection, sample data are weighted by landline/cellphone use, homeownership, Census region, number of adults in the household, the demographics of a randomly-selected child who attended a public school or public charter school in grades K-12 during the school year ending in May or June 2013 (sex, age, grade in school, and race/ethnicity), and the number of such children in the household. Other techniques, including random-digit dialing and replicate subsamples are used to ensure that the sample is representative.

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EDUCATION AND HEALTH IN SCHOOLS POLL

Overall Results

*This survey was conducted for National Public Radio, the Robert Wood Johnson Foundation, and the Harvard School of Public Health via telephone by SSRS, an independent research company. Interviews were conducted from August 6 – September 8, 2013, among a nationally representative sample of 1,368 adults who said they were one of the people in their household most knowledgeable about the education of the children in the household who attended a public school or public charter school in grades K-12 during the school year ending in May or June 2013. The margin of error for total respondents is +/- 3.5 percentage points at the 95% confidence level.*

*[TCHILDNAME] indicates the randomly-chosen child from the respondent's household.*

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## I. OVERALL ASSESSMENTS

Now I would like to ask you some questions about the school [TCHILDNAME] attended for the school year that ended in May or June of 2013.

- Q5. Using the A, B, C, D, and F scale like they do in schools, where A is excellent, B is good, C is fair, D is poor and F is failing, what grade would you give the school [TCHILDNAME] attended?

A	B	C	D	F	Don't know/ Refused
41	41	14	2	1	1

- Q6. What was the biggest problem in the school [TCHILDNAME] attended?  
(OPEN-ENDED)

<b>Teacher-related (NET)</b>	<b>10</b>
Teacher(s) are not good	5
Teacher turnover/temporary teachers	*
Some good and some bad teachers/inconsistency in quality of teachers	1
Other teachers mentions	2
Lack of communication between teachers and the parents/students	2
<b>Lack of attention to student/individual needs (NET)</b>	<b>9</b>
Teacher to student ratio/too many students per teacher/class size too big	5
Lack of individual help/personal attention for students/one-on-one time	1
Lack of support/lack of help if falling behind/for kid's needs/special needs	1
Not being put in classes for his educational level	1
Other lack of student attention/individual needs mentions	1
<b>Student behavior related (NET)</b>	<b>8</b>
Bullying	3
Drugs	*
Fights	1
Behavior issues of some students (general)	1
Discipline	1
Other student behavior related mentions	2
<b>Administration-related (NET)</b>	<b>7</b>
Principal is not good	1
The administration/administrators are not good	1
Lack of communication between school/staff and the	3

parents/students (general)	
Not well organized (general)	1
Other administration/staff related mentions	1
<b>Curriculum-related (NET)</b>	<b>5</b>
Lack of faster paced/advanced/AP classes	1
Lack of variety of classes	*
Poor language arts curriculum mentions	*
Curriculum not strong/challenging enough	1
Standardized tests/too much emphasis on standardized tests	1
Not enough homework	*
The academics/curriculum (non-specific)	1
Poor math curriculum	*
Other curriculum related mentions	1
<b>Funding (NET)</b>	<b>5</b>
Lack of funding for book/supplies	1
Budget/funding/budget cuts (general)	3
Other funding mentions	1
<b>General lack of learning (NET)</b>	<b>3</b>
Children passing without understanding/learning	1
Poor quality education (general)	1
Other quality of education mentions	1
<b>Facility-related (NET)</b>	<b>3</b>
Facilities (old/built poorly/under construction/etc.)	2
Lack of parking	*
Other facility related mentions	1
<b>Overcrowding (NET)</b>	<b>3</b>
Overcrowding	2
Too many kids (general)	1
<b>Student population (NET)</b>	<b>2</b>
Lack of diversity	1
Diversity/a lot of diversity	*
Who is assigned to this school/the way the districts are zoned	*
Language issues of students (ESL students/language barriers/etc.)	1
Other student population mentions	*
<b>Transportation/location/traffic issues (NET)</b>	<b>2</b>
Transportation/bus issues (lack of/not close enough to home/etc.)	1
Traffic issues (congestion/control/kids crossing street/etc.)	1
Location (too far from home/etc.)	*
<b>Program Related (NET)</b>	<b>1</b>
Not enough/no physical education/exercise	*
Sports/extracurricular activities	*
Lack of programs to participate in (general)	1
Other program related mentions	*

School security	1
Unhappy with the school lunches	1
Rules are too strict	1
Too much homework	1
Lack of counseling/good counseling	*
Low test scores/ranking low in state for test scores	*
Start time/end time	*
Racism/discrimination	*
Other	4
<b>None/no problems</b>	<b>25</b>
Don't know/Refused	9

Q7. Did the school [TCHILDNAME] attended for the school year that ended in May or June of 2013 (put too much emphasis), (too little emphasis) or about the right amount of emphasis on each of the following.

**a. English, reading and writing**

Too much emphasis	Too little emphasis	About the right amount of emphasis	Don't know/Refused
6	14	80	*

**b. Math**

Too much emphasis	Too little emphasis	About the right amount of emphasis	Don't know/Refused
5	15	79	1

**c. Science**

Too much emphasis	Too little emphasis	About the right amount of emphasis	Don't know/Refused
3	23	72	2

**d. Technology and computers**

Too much emphasis	Too little emphasis	About the right amount of emphasis	Don't know/Refused
6	24	68	2

**e. Art and music**

Too much emphasis	Too little emphasis	About the right amount of emphasis	Don't know/Refused
5	28	64	3

f. Physical education

Too much emphasis	Too little emphasis	About the right amount of emphasis	Don't know/Refused
5	25	69	1

g. Preparing for state standardized tests

Too much emphasis	Too little emphasis	About the right amount of emphasis	Don't know/Refused
20	11	62	7

## II. SCHOOL AND HOME

- Q8. Did you feel that the school [TCHILDNAME] attended for the school year that ended in May or June 2013 taught attitudes and values very similar to those you teach at home, somewhat similar to those you teach at home, somewhat different from those you teach at home, or very different from those you teach at home?

Very similar	Somewhat similar	Somewhat different	Very different	Don't know/Refused
32	41	15	9	3

(Asked of respondents who felt attitudes/values in school were different than those at home, n=289)

- Q9. How concerned were you about this...?

Very	Somewhat	Not too	Not at all	Don't know/Refused
38	34	19	8	1

### Q8/9. Values Combo Table

Values at home and school are similar	73
<b>Values at home and school are different and you are</b>	<b>24</b>
Very concerned	9
Somewhat concerned	8
Not too concerned	5
Not at all concerned	2
Don't know/Refused	3

- Q10. Do you feel that homework and other obligations from [TCHILDNAME]'s school interfered with your family's time together during the last school year or not?

- Q11. (If interfered) Did school obligations interfere with your family time a lot or a little?

Interfered a lot	Interfered a little	Did not interfere	Don't know/Refused
6	11	83	--

**III. COMMON CORE**

Q12. The “common core” is a set of standards that is being adopted by many states for what students in all schools need to learn in each grade. How much have you heard about the “common core”?

A lot	A little	Nothing at all	Don't know/Refused
23	34	42	1

**(Asked of total respondents who have heard about the common core)**

Q13. To the best of your knowledge, has the school that [TCHILDNAME] attended for the school year that ended in May or June 2013 adopted the common core, or not?

**Q12/13. Common Core Combo Table**

<b>Heard about common core (NET)</b>	<b>57</b>
Child's school adopted it	33
Child's school had not adopted it	12
Don't know whether child's school adopted it	12
Have not heard about common core	42
Don't know/Refused	1

**(Asked of total respondents who say child's school has adopted the common core, n=466)**

Q14. Do you think that adopting the common core will improve education at [TCHILDNAME]'s school, worsen education at [TCHILDNAME]'s school, or won't it make much difference?

Improve education	Worsen education	Won't make much difference	Don't know/Refused
47	7	38	8

(Asked of total respondents who say child's school has adopted the common core, n=466)

Q15. What was the **MAIN** way you learned about the adoption of the common core standards by [TCHILDNAME]'s school...?

By email or on the school website	13
Materials mailed or sent home	19
PTA meetings or other events at the school	14
Media reports	6
Talking with teachers or other parents	21
Some other way	14
More than one of these	12
Don't know/Refused	1

(Asked of total respondents who say child's school has adopted the common core, n=466)

Q16. How much confidence do you have that [TCHILDNAME]'s school will be able to implement the new common core standards successfully? Are you...?

Very confident	Somewhat confident	Not too confident	Not at all confident	Don't know/Refused
55	33	8	2	2

#### IV. CAREER PREPARATION

(Asked of respondents with target child in grades 9-12, n=477)

Q17. Do you think that the school [TCHILDNAME] attended for the school year that ended in May or June 2013 in May or June of 2013 was sufficiently preparing students for their future careers when it came to (INSERT ITEM)...?

**a. Computer and technical skills**

Yes sufficiently preparing	No not sufficiently preparing	Don't know/Refused
71	25	4

**b. Writing and research skills**

Yes sufficiently preparing	No not sufficiently preparing	Don't know/Refused
73	24	3

**c. Professional conduct and work ethic**

Yes sufficiently preparing	No not sufficiently preparing	Don't know/Refused
64	31	5

d. **Presentation and speaking skills**

Yes sufficiently preparing	No not sufficiently preparing	Don't know/ Refused
69	27	4

e. **Choosing areas of study that would lead to a good job**

Yes sufficiently preparing	No not sufficiently preparing	Don't know/ Refused
69	29	2

f. **Science and math**

Yes sufficiently preparing	No not sufficiently preparing	Don't know/ Refused
79	19	2

g. **Foreign languages**

Yes sufficiently preparing	No not sufficiently preparing	Don't know/ Refused
62	30	8

(Asked of total respondents with target child in grades 9-12, n=477)

Q2. For the school year that ended in May or June 2013, did [TCHILDNAME] attend an agricultural, vocational or technical school, or not?

Agricultural	Vocational	Technical	Some other school	Don't know/Refused
3	7	6	82	2

(Asked of total respondents with target child in grades 9-12 not in an agricultural, vocational or technical school, n=404)

Q18. Did [TCHILDNAME]'s school offer vocational and technical training courses – that is, hands-on training related to a specific profession, such as electrician or dental assistant – or didn't it offer such courses?

Yes, offered vocational and technical training	No, did not offer vocational and technical training	Don't know/Refused
37	58	5

**(Asked of total respondents with target child in a grades 9-12 in an agricultural, vocational or technical school or whose school offers vocational or technical training courses, n=234)**

Q19. Do you think that the vocational and technical training courses the school offered fit the current job opportunities in your community, or not?

Yes, training courses fit current job opportunities	No, training courses do not fit current job opportunities	Don't know/Refused
80	10	10

**(Asked of total respondents with target child in grades 9-12, n=477)**

Q20. Do you feel that the school [TCHILDNAME] attended for the school year that ended in May or June 2013 sufficiently prepares students for college, or not?

Sufficiently prepares	Does not sufficiently prepare	Don't know/Refused
77	21	2

**(Asked of total respondents with target child in grades 9-12, n=477)**

Q21. Do you feel that [TCHILDNAME]'s school sufficiently prepares students who choose not to go to college to enter the job market when they leave school, or not?

Sufficiently prepares	Does not sufficiently prepare	Don't know/Refused
50	42	8

**(Asked of total respondents with target child in grades 9-12, n=477)**

Q22. (Which of the following do you think [TCHILDNAME] is most likely to do after high school?/Which of the following is [TCHILDNAME] doing now?)

(Go/Going) to a four-year college	63
(Go/Going) to a two-year college	14
(Go/Going) into a technical training program	7
(Get/Getting) a job	5
(Join/Joining) the military	4
Something else	4
Don't know/Refused	3

**(Asked of total respondents with target child in grades 9-12, n=477)**

Q23. Do you feel that [TCHILDNAME] received appropriate advice from (his/her/his or her) school about college or career planning or not?

Received appropriate advice	Did not receive appropriate advice	Don't know/Refused
68	29	3

**V. FOOD AT SCHOOL**

Q24. As best you could tell, how healthy was the lunch provided by the school [TCHILDNAME] attended for the school year that ended in May or June of 2013? Would you say it was...?

Very healthy	Somewhat healthy	Somewhat unhealthy	Very unhealthy	Does not provide lunch (vol)	Don't know/ Refused
24	48	14	6	3	5

Q25. To the best of your knowledge, were the following foods available on most days to [TCHILDNAME] at school during lunch hour, NOT including any foods (he/she/he or she) might bring from home.

a. **Fresh fruits and vegetables**

Yes, available	No, not available	I don't know because child does not eat school lunch (vol)	Does not provide lunch (vol)	Don't know/ Refused
78	8	7	3	4

(Asked of half-sample, n=685)

b. **Whole grains, like brown rice or whole wheat bread**

Yes, available	No, not available	I don't know because child does not eat school lunch (vol)	Does not provide lunch (vol)	Don't know/ Refused
53	21	8	3	15

(Asked of half-sample, n=685)

c. **Fried foods, like French fries or fried chicken**

Yes, available	No, not available	I don't know because child does not eat school lunch (vol)	Does not provide lunch (vol)	Don't know/ Refused
48	34	8	3	7

(Asked of half-sample, n=685)

d. **Candy**

Yes, available	No, not available	I don't know because child does not eat school lunch (vol)	Does not provide lunch (vol)	Don't know/ Refused
17	67	8	3	5

(Asked of half-sample, n=683)

e. Healthy proteins like grilled chicken breast or fish

Yes, available	No, not available	I don't know because child does not eat school lunch (vol)	Does not provide lunch (vol)	Don't know/Refused
55	27	5	3	10

(Asked of half-sample, n=683)

f. Sugared soda or other sugary drinks

Yes, available	No, not available	I don't know because child does not eat school lunch (vol)	Does not provide lunch (vol)	Don't know/Refused
23	62	5	3	7

(Asked of half-sample, n=683)

g. Cookies, cake or other pastries

Yes, available	No, not available	I don't know because child does not eat school lunch (vol)	Does not provide lunch (vol)	Don't know/Refused
47	36	5	3	9

Q26. How much time was [TCHILDNAME] generally given to eat lunch at school?

Fifteen minutes or less	14
Between 16 minutes and half an hour	64
More than half an hour	20
Don't know/Refused	2

Q27. What time of day did [TCHILDNAME]'s lunch period generally start?

Before 10 AM	2
From 10 AM to before 11	17
11 AM to before noon	58
Noon to before 1 PM	17
1 PM or later	2
Child's lunch schedule varies by day (vol)	1
Don't know/Refused	3

Q28. Were there vending machines at [TCHILDNAME]'s school that sold unhealthy foods, or not?

<b>Yes, sold unhealthy foods</b>	<b>No, did not sell unhealthy foods</b>	<b>Don't know/Refused</b>
21	69	10

Q29. Did [TCHILDNAME]'s school offer foods from fast-food chains in the cafeteria, or not?

<b>Offers foods from fast-food chains in the cafeteria</b>	<b>Does not offer foods From fast-food chains in the cafeteria</b>	<b>Don't know/Refused</b>
10	84	6

## VI. PHYSICAL ACTIVITY

Q30. Was physical education mandatory in [TCHILDNAME]'s school, or not?

Yes, mandatory	No, not mandatory	Don't know	Refused
87	11	2	--

Q31. How many days a week did [TCHILDNAME] take physical education in school in the school year that ended in May or June of 2013?

Child did not take physical education in school	7
1 day per week	15
2 days per week	24
3 days per week	20
4 days per week	2
5 days/everyday per week	27
Don't know/Refused	5

(Asked of respondents whose child took physical education in school, n=1169)

Q32. How long were [TCHILDNAME]'s physical education classes...?

Half an hour or less	19
About 45 minutes	50
About 1 hour	21
Longer than that	6
Don't know/Refused	4

(Asked of total respondents with target child in 6-8 or 9-12, n=778)

Q33. How often was the time for physical education at [TCHILDNAME]'s school used for other purposes, like health class, drug and alcohol awareness programs or driver's ed, instead of for physical education?

Very often	Somewhat often	Not too often	Not at all often	Don't know/Refused
10	22	25	33	10

Q34. Again using a scale of A, B, C, D or F, how would you grade the school [TCHILDNAME] attended for the school year that ended in May or June 2013 for each of the following? How about (INSERT ITEMS)...?

a. Providing enough time for physical exercise

A	B	C	D	F	Don't know/Refused
36	34	18	6	4	2

- b. Providing quality facilities for physical exercise, like playgrounds, ball fields or basketball courts

A	B	C	D	F	Don't know/Refused
50	31	11	4	3	1

- c. Encouraging students to walk or bike to school by providing things like bike racks and crossing guards or offering incentives to students who walk or bike

A	B	C	D	F	Not applicable (vol)	Don't know/Refused
20	24	19	10	15	6	6

- Q35. How often were the fields, playgrounds and other facilities for physical activity at [TCHILDNAME]'s school available for student use after school hours?

Always	Usually	Occasionally	Never	Don't know
44	18	17	15	6

(Asked of total respondents with target child in K-8, n=891)

- Q36. Most of the time, was recess at [TCHILDNAME]'s school free time for children to play as they wish, or did the school have structured games and physical activities at recess?

Free time for children to play as they wish	School offered structured games and physical	No recess (vol)	Don't know/Refused
67	20	8	5

## VII. SCHOOL SECURITY

- Q37. In general, did you feel the school [TCHILDNAME] attended for the school year that ended in May or June of 2013 was...?

Extremely safe	Very safe	Somewhat safe	Not very safe	Not at all safe	Don't know/Refused
26	46	24	2	1	1

- Q38. Do you think that the level of security at [TCHILDNAME]'s school was (too high), (too low), or about right?

Too high	Too low	About right	Don't know/Refused
3	19	78	*

Q39. Do you think that the security precautions [TCHILDNAME]'s school had in place made the school feel like a safe place for students, or not?

Yes, made the school feel like a safe place for students	No, did not make the school feel like a safe place for students	Don't know/Refused
85	12	3

Q40. I'm going to name a few things [TCHILDNAME]'s school might or might not do in an effort to prevent violence there. For each one, please tell me if that is something [TCHILDNAME]'s school did or not.

a. Try to identify troubled students who may be prone to violence

Yes, school did	No, school did not	Don't know/Refused
60	20	20

b. Use metal detectors at school entrances

Yes, school did	No, school did not	Don't know/Refused
9	87	4

c. Conduct random searches of students' lockers

Yes, school did	No, school did not	Don't know/Refused
30	53	17

d. Conduct random searches of students themselves

Yes, school did	No, school did not	Don't know/Refused
21	64	15

e. Have police officers or armed security guards on patrol at the school

Yes, school did	No, school did not	Don't know/Refused
50	46	4

f. Offer effective counseling and other assistance to troubled students

Yes, school did	No, school did not	Don't know/Refused
76	12	12

g. Require all visitors to be checked in by a school official

Yes, school did	No, school did not	Don't know/Refused
87	12	1

Q41. As you may remember, last December, 26 people were killed in a mass shooting at an elementary school in Connecticut. Following this shooting, did [TCHILDNAME]'s school increase security precautions, or not?

Yes, school increased security precautions	No, school did not increase security precautions	Don't know/Refused
54	39	7

### VIII. SCHOOL COMMUTE AND SAFETY

Q42. What form or forms of transportation did [TCHILDNAME] usually take to school? Did (he/she/he or she) walk, ride a bicycle, ride in a car, ride in a school bus, or take public transportation, like a public bus or subway?

Walk	13
Ride a bicycle	3
Ride in a car	48
Ride in a school bus	40
Take public transportation, like a public bus or subway	4
Other (vol)	1
Don't know/Refused	*

Q43. How long did it generally take for [TCHILDNAME] to get from home to school?

Less than ten minutes	37
Ten to less than twenty minutes	33
Twenty to less than thirty minutes	15
Thirty minutes to less than one hour	13
One hour or more	2
Don't know/Refused	*

Q44. How safe do you think [TCHILDNAME] was when travelling to and from school when it came to crime and violence...?

Very safe	Somewhat safe	Not very safe	Not at all safe	Don't know/Refused
70	25	3	1	1

Q44a. How safe do you think [TCHILDNAME] was when travelling to and from school when it came to cars, traffic, lighting or other issues...?

Very safe	Somewhat safe	Not very safe	Not at all safe	Don't know/Refused
69	27	3	1	*

(Asked of respondents who said child was not too/not at all safe from crime or traffic when travelling to or from school, n=77)

Q45. Did concerns about the safety of travelling to and from school affect [TCHILDNAME]'s ability to participate fully in school activities, including after-school and extracurricular activities, or not?

Yes, affected child's ability to participate fully in school activities	No, did not affect child's ability to participate fully in school activities	Don't know/Refused
29	70	1

**Q44/44a/45. Travel Safety Combo Table**

Child not too/not at all safe from crime or traffic when traveling to/from school	8
Affected child's ability to participate fully in school activities	2
Did not affected child's ability to participate fully in school activities	6
Child very/somewhat safe from crime or traffic when traveling to/from school	91
Don't know/Refused	1

## IX. STRESS

- Q46. Today's students may suffer from stress from many sources. For each of the following, please tell me if you think it caused a lot of stress for [TCHILDNAME] over the school year that ended in May or June of 2013, a little stress for [TCHILDNAME], or it did not cause [TCHILDNAME] stress at all.  
How about (INSERT FIRST ITEM)...? Did this cause a lot of stress, a little stress, or did it not cause stress at all?

- a. **Pressure from [TCHILDNAME]'s school to excel academically**

Caused a lot of stress	Caused a little stress	Did not cause stress at all	Don't know/Refused
10	42	48	*

- b. **The quantity of homework (he/she/he or she) needed to do**

Caused a lot of stress	Caused a little stress	Did not cause stress at all	Don't know/Refused
16	43	41	*

- c. **Bullying at school**

Caused a lot of stress	Caused a little stress	Did not cause stress at all	Don't know/Refused
10	30	58	2

- d. **Difficult relationships with other students**

Caused a lot of stress	Caused a little stress	Did not cause stress at all	Don't know/Refused
9	33	57	1

- e. **Violence or safety issues in (his/her/his or her) school or the surrounding neighborhood**

Caused a lot of stress	Caused a little stress	Did not cause stress at all	Don't know/Refused
4	19	76	1

f. Difficult relationships with particular teachers

Caused a lot of stress	Caused a little stress	Did not cause stress at all	Don't know/Refused
7	28	64	1

Q46a-f Stress Combo table

One or more caused a lot of stress	None caused a lot of stress
31	69

Q47. Did [TCHILDNAME]'s school provide counseling for students suffering from stress or other mental health issues or not?

Yes, school provided counseling	No, school did not provide counseling	Don't know/Refused
67	19	14

**X. SCHOOL HOURS**

Q48. What time did the school day start for [TCHILDNAME] for the school year that ended in May or June 2013?

	Kindergarten	1-12 <sup>th</sup> grade
Before 7:00 AM	1	2
From 7:00 to before 7:30 AM	7	7
From 7:30 to before 8:00 AM	15	24
From 8:00 to before 8:30 AM	43	42
From 8:30 to before 9:00 AM	24	16
From 9:00 to before 9:30 AM	7	8
From 9:30 AM to before 10:00 AM	--	1
10:00 AM or later	3	*
Don't Know/Refused	*	*

Q49. What time did the school day end for [TCHILDNAME]?

	Kindergarten	1-12 <sup>th</sup> grade
Before 12:00 noon	3	*
From 12:00 noon to before 1:00 PM	9	2
From 1:00 to before 2:00 PM	6	2
From 2:00 to before 2:30 PM	11	12
From 2:30 to before 3:00 PM	23	28
From 3:00 to before 3:30 PM	30	36
From 3:30 to before 4:00 PM	14	15
4:00 PM or later	4	5
Don't Know/Refused	*	*

**Hours In School Combo Table  
(Grades 1-12, n=1241)**

	1-12 <sup>th</sup> grade
Less than 5	2
5 to under 5.5 hours	1
5.5 to under 6 hours	2
6 to under 6.5 hours	14
6.5 to under 7 hours	29
7 to under 7.5 hours	38
7.5 to under 8 hours	8
8 to under 8.5 hours	4
8.5 to under 9 hours	*
9 or more hours	1
Don't Know/Refused	*

**Hours In School Combo Table  
(Kindergarten, n=127)**

	<b>Kindergarten</b>
Less than 3	3
3 to under 4 hours	7
4 to under 5 hours	8
5 to under 6 hours	5
6 or more hours	77
Don't Know/Refused	*

**XI. CHARACTERISTICS OF CHILD'S SCHOOL**

S7. Was the school that [TCHILDNAME] attended this past year a public school, a public charter school, a private school, or a parochial or religious school?

A public school	A public charter school
95	5

Q3. In terms of its location, which one of the following best describes the location of the school [TCHILDNAME] attended – would you say the school is in an urban area, a suburban area, a small town or a rural area?

Urban	Suburban	Small town	Rural	Don't know/Refused
23	29	33	13	2

Q4. What was the enrollment – that is the total number of students in the school in all grades – in the school [TCHILDNAME] attended for the school year that ended in May or June 2013 – Was it under 300, from 300 to 600, or over 600?

Under 300	From 300 to 600	Over 600	Don't know
14	39	39	8

## XII. DEMOGRAPHICS

### DEMOGRAPHICS OF CHILD

Number of children in the household who were enrolled in kindergarten through 12<sup>th</sup> grade for the school year that ended in May or June 2013.

One	Two	Three	Four or more
58	30	9	3

S5a. How old is [TCHILDNAME]?

4-11 years	12-14 years	15+ years
46	25	29

S6. And is [TCHILDNAME] a boy or a girl?

Boy	Girl	Refused
51	48	1

Q1. And what grade was [TCHILDNAME] enrolled in for the school year that ended in May or June of 2013?

<b>K-5<sup>th</sup> grade (NET)</b>	<b>47</b>
Kindergarten	9
1 <sup>st</sup> grade	11
2 <sup>nd</sup> grade	9
3 <sup>rd</sup> grade	7
4 <sup>th</sup> grade	6
5 <sup>th</sup> grade	5
<b>6-8<sup>th</sup> grade (NET)</b>	<b>21</b>
6 <sup>th</sup> grade	7
7 <sup>th</sup> grade	8
8 <sup>th</sup> grade	6
<b>9-12<sup>th</sup> grade (NET)</b>	<b>32</b>
9 <sup>th</sup> grade	9
10 <sup>th</sup> grade	8
11 <sup>th</sup> grade	8
12 <sup>th</sup> grade	7

## Race of Child

<b>Hispanic (NET)</b>	<b>23</b>
White	18
Black	3
Unspecified	2
<b>Non-Hispanic (NET)</b>	<b>77</b>
White	52
Black	15
Asian	3
Mixed	3
Native American	1
Other	1
Unspecified	2

## DEMOGRAPHICS OF RESPONDENT

Now I have just a few more questions that will be used to analyze the survey responses.

**Sex** Record SEX of Respondent:

Male	Female
35	65

### Age

D7. Could you please tell me your age?

D7a. So could you tell me if you are between the ages of...?

18-24	25-34	35-49	50 or more	Refused
7	21	51	20	1

### Respondent Race

<b>Hispanic (NET)</b>	<b>21</b>
White	17
Black	2
Unspecified	2
<b>Non-Hispanic (NET)</b>	<b>79</b>
White	57
Black	13
Asian	3
Native American	2
Mixed	1
Other	1
Unspecified	2
Don't know/Refused	*

D8. Are you currently married, living with a partner, divorced, separated, widowed or have you never been married?

Married	63
Living with a partner	8
Divorced	11
Separated	3
Widowed	2
Never been married	14
Refused	*

D9. What is your relationship to (TCHILDNAME)?

Mother	57
Stepmother	1
Father	27
Stepfather	2
Grandfather	1
Grandmother	4
Aunt	1
Uncle	1
Brother	3
Sister	2
Other relative - male	1
Other relative - female	*
Don't know/Refused	*

**Household Composition Combo Table**

Child lives with mother/step and father/step	65
<b>Child does not live with mother/step and father/step (NET)</b>	<b>35</b>
Child lives with mother/step but not with father/step	26
Child lives with father/step but not with mother/step	5
Neither parent/step reported in household	4
Unknown	*

D12. What is the last grade of school you completed?

<b>High School or less (NET)</b>	<b>35</b>
Less than high school graduate	8
High school graduate	24
Technical school/Other	3
Some college (including Associate's degree)	28
<b>4 year college or more (NET)</b>	<b>37</b>
Graduated college (4 year/Bachelor's degree)	23
Graduate school or more	14
Refused	1

**Phone Status**

Cell phone only	Both landline and cell	Landline only
45	50	5

**Household income**

<b>Less than \$50,000 (NET)</b>	<b>48</b>
Less than \$15,000	13
\$15,000 but less than \$25,000	11
\$25,000 but less than \$30,000	7
\$30,000 but less than \$40,000	10
\$40,000 but less than \$50,000	6
Less than \$50,000 unspecified	2
<b>\$50,000 or more (NET)</b>	<b>47</b>
\$50,000 but less than \$75,000	15
\$75,000 but less than \$100,000	12
\$50,000 but less than \$100,000 (unspecified)	*
<b>\$100,000 or more (SUBNET)</b>	<b>19</b>
\$100,000 but less than \$150,000	11
150,000 but less than \$200,000	5
\$200,000 but less than \$250,000	1
\$250,000 and over	2
\$100,000 or more (unspecified)	1
Don't know/Refused	5

D16. Is the home in which you live owned or rented?

Own	63
Rent	36
Don't know/Refused	1